R E P O R T  R E S U M E S

ED 015 032 RC 000 175

HANDBOOK FOR THE FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM, PROGRAM ESTABLISHED UNDER THE PROVISIONS OF TITLE I ESEA. PRELIMINARY DRAFT.

BY- CRENSHAW, JOSEPH W. AND OTHERS
FLORIDA ST. DEPT. OF EDUCATION, TALLAHASSEE

PUB DATE DEC 67

EDRS PRICE MF-$0.25 HC-$1.96 47P.

DESCRIPTORS- COORDINATION, *COMPENSATORY EDUCATION, CULTURAL OPPORTUNITIES, *EDUCATIONAL PROGRAMS, EXPERIMENTAL CURRICULUM, EXPERIENCE, HEALTH SERVICES, HYGIENE, *INSTRUCTIONAL MATERIALS, LANGUAGE DEVELOPMENT, *MIGRANT CHILDREN, *MIGRANT EDUCATION, NEEDS, PROGRAMS, PROGRAM COORDINATION, PROJECTS, SPECIAL SERVICES, SOCIAL DEVELOPMENT,

THE FLORIDA STATE DEPARTMENT OF EDUCATION HAS ESTABLISHED A STATE-WIDE COMPREHENSIVE EDUCATIONAL PROGRAM FOR AGRICULTURAL MIGRANT CHILDREN. IN DEVELOPING THIS PROGRAM, EVERY EFFORT HAS BEEN MADE TO COORDINATE THE SERVICES AND EFFORTS OF OTHER AGENCIES WHICH HAVE BEEN AND STILL ARE ACTIVE WITH AGRICULTURAL MIGRANTS. THIS PROGRAM HAS BEEN ORGANIZED TO INCLUDE FIVE ACTIVITIES WHICH ARE INTERRELATED, WITH ACTIVITIES TWO THROUGH FIVE SUPPORTING AND GIVING SUBSTANCE TO ACTIVITY ONE. THE FIRST ACTIVITY, SUPPLEMENTAL SPECIAL SERVICES AND EDUCATIONAL PROGRAMS, WAS DESIGNED TO FULFILL THE UNMET NEEDS OF MIGRANT CHILDREN. THE SECOND ACTIVITY INVOLVES THE UTILIZATION OF A MOBILE UNIT IN NON-SCHOOL SITUATIONS FOR ENRICHING THE EXPERIENCES OF MIGRANT CHILDREN. THE PURPOSE OF ACTIVITY THREE, INTERSTATE COORDINATION, IS TO INCREASE CONTINUITY IN THE MIGRANT CHILD'S EDUCATIONAL PROGRAM THROUGH THE USE OF STANDARDIZED TRANSFERRAL RECORDS, INTERSTATE CONFERENCES AND VISITATION, AND THE EXCHANGE OF CURRICULUM MATERIALS. THROUGH ACTIVITY FOUR, THE STAFF WORKING WITH MIGRANT CHILDREN WOULD RECEIVE EXTENSIVE PRE-SERVICE AND IN-SERVICE TRAINING. THE FIFTH ACTIVITY WOULD PROVIDE FOR AN EVALUATION OF THE INDIVIDUAL MIGRANT EDUCATIONAL PROGRAMS, THE FIELD TESTING OF INSTRUCTIONAL MATERIALS, AND THE DISSEMINATION OF PERTINENT INFORMATION TO MIGRANT EDUCATION. (ES)

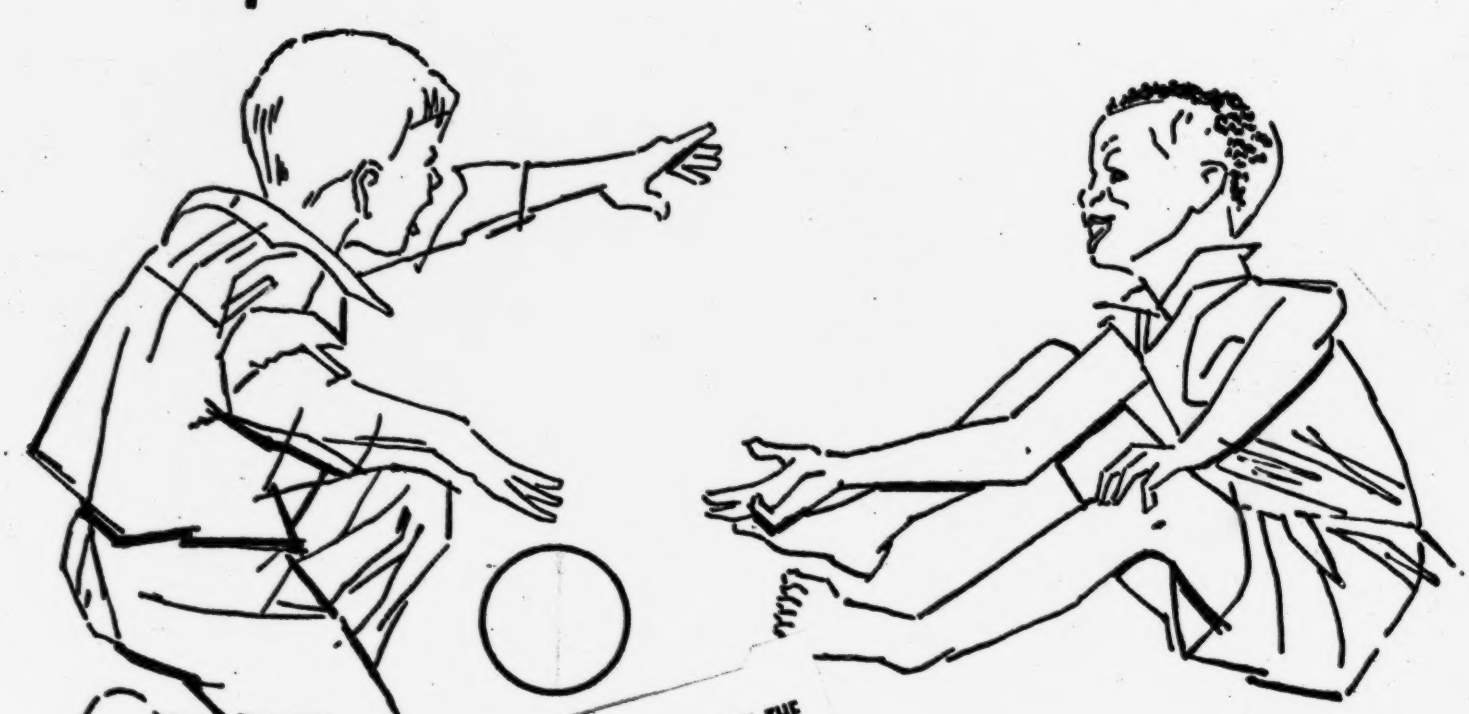
ED015032

HAND BOOK
FOR THE...

# .... FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM

RECEIVED
JAN 2 1968
NMSU
E.R.I.C.

program established
under the provisions of
*Title I ESEA* (PL 89-10 as amended PL 89-750)



THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

**December · 1967**

STATE DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA
FLOYD T. CHRISTIAN · STATE SUPERINTENDENT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

11/27/67
C&I:MHF
600 CC

CONTENTS

PART I - PROJECT OVERVIEW

Introduction.....1

General Information.....2

General Status of Florida Migrant Children.....4

Needs.....5

Coordination of Programs for Migratory Children.....7

Operation of State Programs.....9

PART II - PROJECT DESCRIPTION

Project Objectives.....17

Activity I - Supplemental Special Services and Educational Programs.....23

Activity II - Experimental Activity.....30

Activity III - Interstate Coordination Activity.....33

Activity IV - Staff Development.....37

Activity V - Field Testing, Evaluation and Dissemination.....43

# INTRODUCTION

In order for all persons involved in the Florida Migratory Child Compensatory Program to have ready information regarding all phases of it, we are making this preliminary draft of the Program Handbook available. Looseleaf form has been utilized to enable you to insert or delete as you receive additional pages. From time to time you will receive material that is designed to:

- refine or up-date the Plan in light of developments
- clarify operational policies associated with Program implementation or evaluation
- guide local and state plans of action.

Persons having major responsibilities for the program include:

Division of Curriculum and Instruction:

Dr. Joseph W. Crenshaw
Assistant Superintendent

Mr. Rodney Smith
Executive Director

Mrs. Minnie H. Fields, Consultant
Elementary Education for Migrant Children

Mr. Julian D. Morse, Coordinator
Title III, NDEA

Federal-State Relations:

Mr. Jon L. Stapleton, Director
Federal-State Relations

Mr. John H. Wheeler, Coordinator
Title I ESEA

Comptroller:

Mr. Philip S. Shaw
Comptroller

## GENERAL INFORMATION

The Florida State Department of Education is conducting a State-wide program for agricultural migratory children prepared in accordance with the "Tentative Guidelines",[1] which set forth the U. S. Office of Education requirements for programs that are funded under the provisions of Title I ESEA (PL 89-10 as amended PL 89-750). A comprehensive compensatory program, the Plan goes beyond the educational and special services available from other federal, local and state sources for those children who:

1. are between the ages of 5-17, inclusive
2. have moved within the past 12 months at least once across a county or state line with parents or guardians who:
   a. are migratory laborers primarily employed in agriculture, including the processing and packaging of agricultural products
   b. establish, for the purpose of seeking or engaging in such employment, a temporary residence.

The State has complete and direct responsibility for the "design, administration, and evaluation of a comprehensive state-wide program and for maintaining control over operating units so that the funds are used to benefit migratory children of migratory agricultural workers and not children who should be served through local Title I programs."

It may be well to note that this plan has been developed in the light of certain findings and recommendations growing out of two classic efforts 1950-1960; namely; the field research study reported by Shirley Greene and the Pilot

---

[1] "Tentative Guidelines for Special Education Programs for Migratory Agricultural Workers", USOE, 1966.

Project reported by Elizabeth Sutton.[1] Current Florida State Board of Health, Migrant Health Project Reports, reports of national study groups, and descriptions of summer programs in several East Coast Stream States have been reviewed. Thoughtful consideration has also been given to the outcomes of state and local efforts to cope with the problems of providing an adequate education for the highly mobile children of migratory farm workers. Further the recommendations contained in the following 1966-67 documents are reflected in this program:

1. "Planning Florida's Migrant Education Program" - 1966 Workshop Report, State Department of Education
2. "Tentative State Plan for Education of Migratory Children and Adults" - 1966 State Department of Education (unpublished)
3. "Report of Meeting - Title I Migrant Amendment of PL 89-750, January 16, 1967
4. "Moving Ahead in Migrant Education", a series of five Drive-In Conferences, May 15-1967" (unpublished report)
5. Analysis of the programs begun during 1967 in 17 Florida Counties
6. State Advisory Committee on Education for Migrant Children, February and April, 1967.

Moreover, the Work-Conference--Education for Farm Migrant Children, August, 1967, provided an opportunity for educators throughout Florida to participate in the formulation of the Florida Migratory Child Compensatory Program which is designed to enable the State Department of Education to continue and expand previous efforts to serve the children's major unmet needs.

---

[1]For further information see: Julian Morse, "Migrant Education History and Leadership", for Planning Florida Migrant Education Program. Report of the Workshop Held at Chinsegut Hill, A University of South Florida Continuing Education Center, July 18-27, 1966. Tallahassee, Florida: Florida State Department of Education, November, 1966.

## GENERAL STATUS OF FLORIDA MIGRANT CHILDREN

Although migrant families can sometimes be found in 43 Florida counties, the heaviest concentration of these families occur in the 21 counties (geographical areas) of this project. Following is the list of counties with the number of children to be served in each.

Data on Migratory Children by Geographical Areas

| NAME | Area Number | Total | Estimated Number of Children Grade Level - Ages | | | | FT |
|---|---|---|---|---|---|---|---|
| | | | PK | Kdn | Elem. | Sec. | |
| Alachua | 01 | 136 | 3 | 20 | 99 | 14 | |
| Broward | 06 | 7,610 | 1,700 | 510 | 3,625 | 1,775 | 5,5 |
| Collier | 11 | 2,465 | Unknown | None | 2,002 | 463 | 2,1 |
| Dade | 13 | 2,986 | Unknown | 336 | 2,475 | 175 | 2,4 |
| DeSoto | 14 | 203 | Unknown | Unknown | 198 | 5 | |
| Hardee | 25 | 1,033 | Unknown | 141 | 770 | 122 | 4 |
| Hendry | 26 | 202 | Unknown | Unknown | 173 | 29 | 1 |
| Highlands | 28 | 552 | Unknown | 60 | 382 | 110 | 2 |
| Hillsborough | 29 | 1,974 | 348 | 86 | 1,270 | 270 | 8 |
| Lake | 35 | 1,260 | Unknown | Unknown | 898 | 362 | 5 |
| Lee | 36 | 535 | Unknown | Unknown | 353 | 182 | 3 |
| Manatee | 41 | 4,632 | 796 | 920 | 2,280 | 636 | 1,4 |
| Martin | 43 | 133 | Unknown | Unknown | 118 | 15 | |
| Okeechobee | 47 | 542 | Unknown | Unknown | 355 | 187 | 3 |
| Orange | 48 | 1,088 | Unknown | Unknown | 737 | 351 | 6 |
| Palm Beach | 50 | 6,170 | Unknown | Unknown | 4,765 | 1,405 | 3,8 |
| Polk | 53 | 7,186 | 1,350 | 700 | 3,950 | 1,186 | 3,6 |
| St. Johns | 55 | 102 | Unknown | Unknown | 68 | 34 | |
| St. Lucie | 56 | 631 | Unknown | Unknown | 349 | 282 | 4 |
| Sarasota | 58 | 540 | 109 | 44 | 212 | 175 | 3 |
| Seminole | 59 | 1,069 | 143 | 114 | 536 | 276 | 5 |
| Totals | | 41,049 | 4,449 | 2,931 | 25,615 | 8,054 | 24,3 |

## NEEDS

The Plan is designed to continue and expand previous efforts to serve the children's major unmet needs which are as follows:

For Physical Well Being:

- Clothing
- Health services and instruction including personal hygiene and grooming; examinations; and corrective physical, dental and medical services
- Food services including instruction in nutrition

For Bridging Experiences:

- Social services to improve home-school relations
- Specially designed instructional materials
- Provision of appropriate study environment study centers
- Organized pre-school experiences
- Parental encouragement in school activities
- Regular school attendance
- Adequate school and health records and transmittal of records

For Language Development:

- Speaking, listening, reading and writing standard English and language instruction for non-English speaking
- Remedial instruction in basic learning skills
- Individualized learning including tutorial services

For Personal and Social Development and Understanding the General Culture:

- Personal guidance
- Recreational services
- Improved self concepts
- Enriching cultural experiences
- Greater sense of belonging to community
- Instructional program geared to the individual learning styles and needs

For Occupational Development:

- Vocational guidance
- Occupational information
- Orientation to the world of work and the responsibilities of workers

## COORDINATION OF PROGRAMS FOR MIGRATORY CHILDREN

Existing Programs - Intensified efforts are being made, through the State Department of Education and the State Advisory Committee on Education for Migratory Children, to avoid any duplication of services now being rendered to migratory children.

At the present time the most active federally supported programs serving migratory children are those operating under the Office of Economic Opportunity Title III-B. Such programs are currently operating on an extension of time basis, in the following counties: Collier and Dade. These programs are, in most cases, not limited to the 5-17 age group which is the focus of the migrant amendment. In regard to the Collier program, it is anticipated that the state education agency would be able to support certain aspects of this program since it is understood that OEO-Title III-B is phasing out its funding of programs for the 5-17 age group. With the time extension granted to the programs referred to above and the supplements made to these programs from the state education agency's FY-1967 allocation, an anticipated interruption of activities and services to migratory children was avoided.

Other on-going programs which are currently providing services for migratory children are:

1. Regular Title I-(current projects under PL 89-10): Projects proposed in this application will supplement services to migratory children already receiving benefits as educationally disadvantaged children in eligible schools.

2. Health: Special services are being rendered in approximately fifteen counties through the State Board of Health. Funding for these services has been made possible under the Migrant Health Act through the Office of Health, Education and Welfare.

3. Local Community Action Agencies: Although most Florida counties have chartered CAP programs, not all of these agencies are active in providing services to migratory children. In several areas of

the state CAP groups have Vista Workers, Neighborhood Youth Corps and/or Adult Basic Programs which, through their activities, have reached the migratory child and his family.

4. Other local private non-profit agencies: Many personal needs of migratory children and their families are partially met through such agencies as: Florida Christian Migrant Ministry, local Councils for Seasonal Agriculture Workers, Local Welfare Departments and local church groups. The Catholic Diocese of Miami (southern area) and of St. Augustine (northern area) have been contacted in regard to the needs of migratory children attending the parochial schools. Both dioceses are represented in the membership of the State Advisory Committee.

Proposed Programs - (See Figures B and C - attached as a part of item 4 a & b)

The diagrams referred to above indicate the channels of coordination for existing and proposed programs in migratory child education in the State of Florida.

As noted in Figure B, the State Department of Education is in direct communication with all agencies that have on-going programs for migratory children. Those agencies of a private and public nature, not operating under the auspices of the Department of Education, are actively involved in an advisory capacity to the Department. As various agencies, either private or public, initiate additional services to migratory children and their families, the liaison function of the advisory committee makes possible the avoidance of duplicated services and seeks ways for all services and programs to be properly coordinated in the most effective manner.

A complete directory of non-school agencies and organizations which provide services to migrants will be made available to all school districts.

It should be noted that Figure C, while designed primarily to show the administrative relationship of Migrant Title I and Regular Title I, also defines the coordinating function of the Department of Education. The Division of Curriculum and Instruction is the vital link with all special services which may be brought to bear on the total migrant picture in the State.

## OPERATION OF STATE PROGRAMS

The attached diagram (Figure B) indicates the basic framework within which arrangements are and/or will be made with other agencies for operating programs for migratory children.

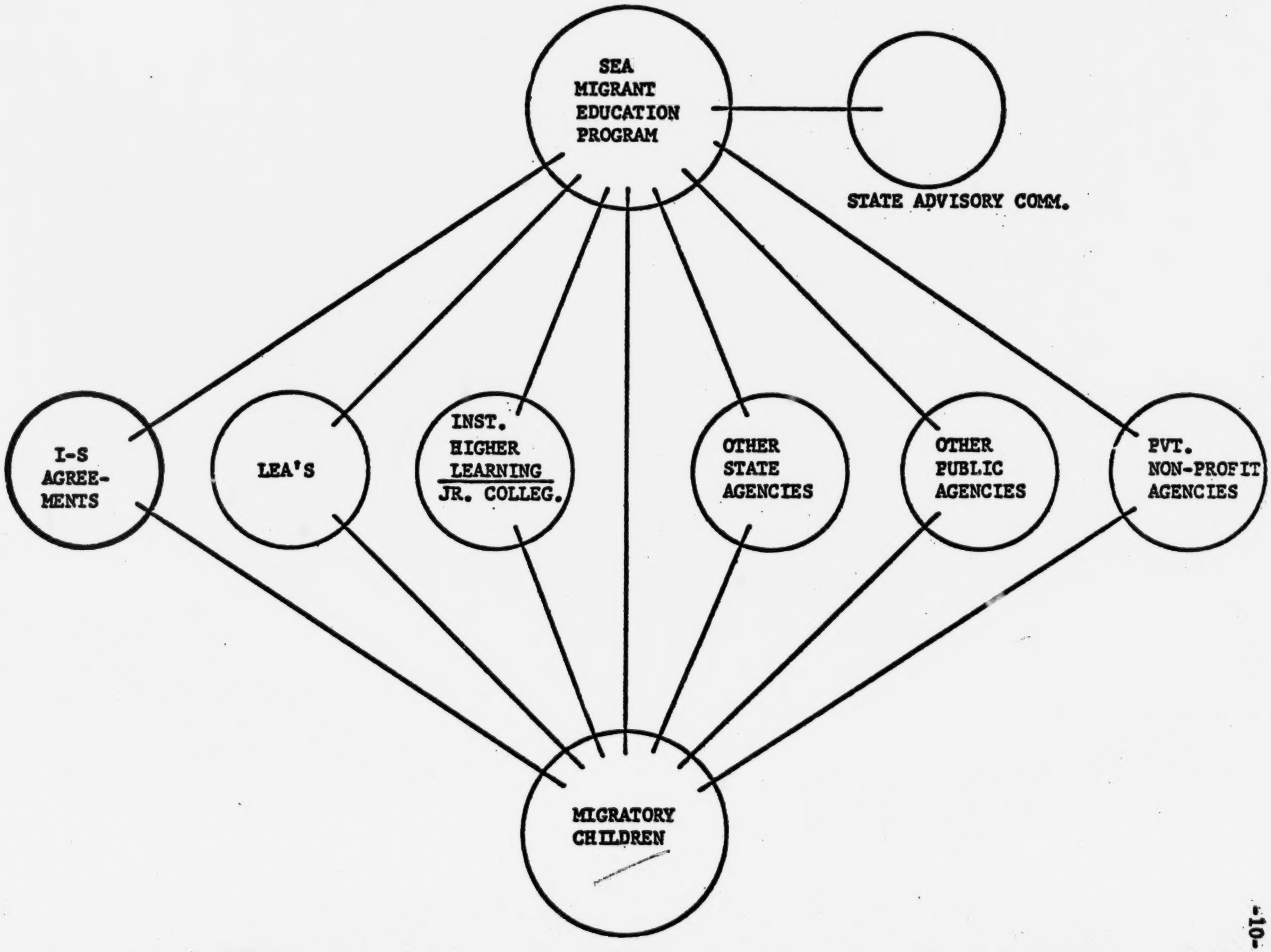
All services, activities and plans for future services and activities will be initiated by the Florida State Department of Education through the Division of Curriculum and Instruction with the cooperation of the Office of Federal-State Relations.

(1) Plan Design: This application for Fiscal Year 1968 of the Florida State Department of Education, for funds under the Title I Amendment, makes provision for a comprehensive compensatory education program for migratory children. The Florida Plan is designed to enable the State to continue and expand previous efforts to serve the children's major unmet needs. Although the program is organized in five activities for clarity of explanation, the Activities are interrelated and Activities II-V support and give substance to Activity I. The following is a brief overview of each of the five (5) basic activities and services which are outlined in detail in Part II, Item 11.

Activity I. Supplemental special services and educational programs.

The foundation of the program as developed during 1966-67 provided for local education agencies to conduct special services and educational programs. Priorities for all children have been established by the State Department of Education on the basis of recommendations from the State Advisory Committee on Migrant Education, Drive-In Conferences and consensus of official representatives of the participating local education agencies. The State Department of Education will conduct directly or indirectly through local education agencies this supplemental program of activities in order for all children to benefit from the plan as they move from one school district to another. Immediate benefits for children include:

1. Services and educational programs that serve their unmet health and physical needs


SEA
MIGRANT
EDUCATION
PROGRAM
STATE ADVISORY COMM.
I-S
AGREE-
MENTS
LEA'S
INST.
HIGHER
LEARNING
JR. COLLEG.
OTHER
STATE
AGENCIES
OTHER
PUBLIC
AGENCIES
PVT.
NON-PROFIT
AGENCIES
MIGRATORY
CHILDREN

2. Bridging experiences to close the gap between the migrant home and school

3. A language development program to facilitate the acquisition of control of the communication skills

4. Opportunities for growth in personal and social development and enhanced understanding of the general culture to strengthen their ability to be self-starting and self-directing in efforts to bring about self-improvement

5. Occupational development to build readiness for learning saleable skills.

Activity II. Experimental Activity will include:

1. Utilization of a mobile unit in non-school situations to enrich children's experiences and enhance their cultural background

2. formulation and field testing of modified preschool program for the non-school setting

3. development of multi-county exemplary school programs designed to demonstrate a comprehensive education program for migrants which meets those special educational needs not presently being served

4. development of more effective procedures for effective parental involvement - induction of newcomers into the school situation.

Activity III. Interstate Coordination Activity: The purpose of this activity is to increase continuity in the migrant child's school experiences by:

1. implementation of the Florida State Department of Education System for Transferral of Records of Farm Migrant Children (copies have been furnished to the United States Office of Education

2. conferences, interstate visitations to programs for education of migrant children and workshops for school and agency personnel that serve Florida home-based farm migrant children

3. exchange and field testing of curriculum and instructional materials.

Activity IV. The Staff Development Activity will be designed to assist counties participating in the Plan in training and retraining professionals and non-professionals through the following:

1. state-wide pre-service and in-service training of professional and non-professional personnel

2. drive-in workshops for personnel of agencies participating in the state-wide program

3. intra- and inter-state work conferences and visitations for personnel serving Florida migrant children, with emphasis on the states of the East Coast Stream

4. periodic inter-county or intra-county study conferences focused on instructional and curriculum materials utilization and evaluation

5. pre-service internship for selected college seniors

6. Florida Atlantic University graduate student-teacher exchange

7. utilization of the Florida Atlantic University Materials Development Laboratory

8. careful exploration of new trends in teaching as they relate to: professional assistance for districts, schools or teachers employing systematic problem-solving procedures to enable them to more effectively serve the unmet special needs of migrant children.

9. others.

Activity V. Field Testing, Evaluation, Dissemination Activity will implement the following:

1. field test teacher prepared instructional and curriculum materials, diagnostic and evaluation instruments, and instructional strategies designed for migratory children

2. evaluate all programs under the Florida Plan for the purpose of identifying successful efforts designed to serve the major unmet needs of migratory children of migratory agricultural workers. A determination will be made of the extent to which the migrant amendment funds are being utilized above and beyond the funds currently available from other federal programs assisting education in Florida

3. disseminate information to the general public as well as to the educational enterprise regarding the Florida Migratory Child Compensatory Program. Charts, kinescopes, brief video-slides, lectures, a color film and other materials will be utilized to influence community leaders, agency and school personnel to have positive attitudes toward migrants, their children and their culture.

(2) The state education agency will be operating programs for migratory children indirectly through the local education agencies. These programs will be in accordance with the activities and services described in Part II of this Application for Program Grant. The state education agency will maintain the detailed budgetary accounting necessary to properly implement and report the total State Program. Continued Arrangements: (1) Through the Florida State Board of Regents Office of Continuing Education, arrangements for pre-service and in-service institutes and conferences for all school personnel working in migratory activities will be made. (2) Additional arrangements will be finalized for continued cooperation with such other State and County Agencies as Health and Welfare. (3) Arrangements with private and non-profit agencies will be utilized to facilitate services to migratory children. Such agencies will be involved at both state and local levels in terms of planning and rendering advice. With regard to non-public schools, the provisions of the guidelines for Title I, Elementary and Secondary Education Act will be followed. Paramount to an effective undertaking of coordinated effort to improve the status of migratory children is an alert, knowledgeable State Advisory Committee for migrants. The Florida Committee, appointed upon recommendation of the Chief State School Officer, is composed of representatives from all groups involved in or expressly interested in migratory children.

The Migrant Title I program will be administered through the Office of Federal-State Relations. The Division of Curriculum and Instruction will provide consultative services with respect to curriculum, instructional methods and techniques, teaching and learning materials, school organization, guidance and counseling, health and physical education and other such services. Fiscal services will be provided through the Office of the Comptroller.

Figure C (attached) shows the relationship of persons responsible for the Migrant Title I program and Regular Title I. Both programs will be administered by the Office of Federal-State Relations with specific responsibility for both assigned to the Title I Coordinator.

*The ESEA Project Analyst, in the Division of Curriculum and Instruction, will be responsible for keeping the Specialists and General Consultants informed as services and education programs are implemented. This person will identify regular Title I programs which have been specifically designed by local education agencies to supplement state operated Title I Migrant Programs.

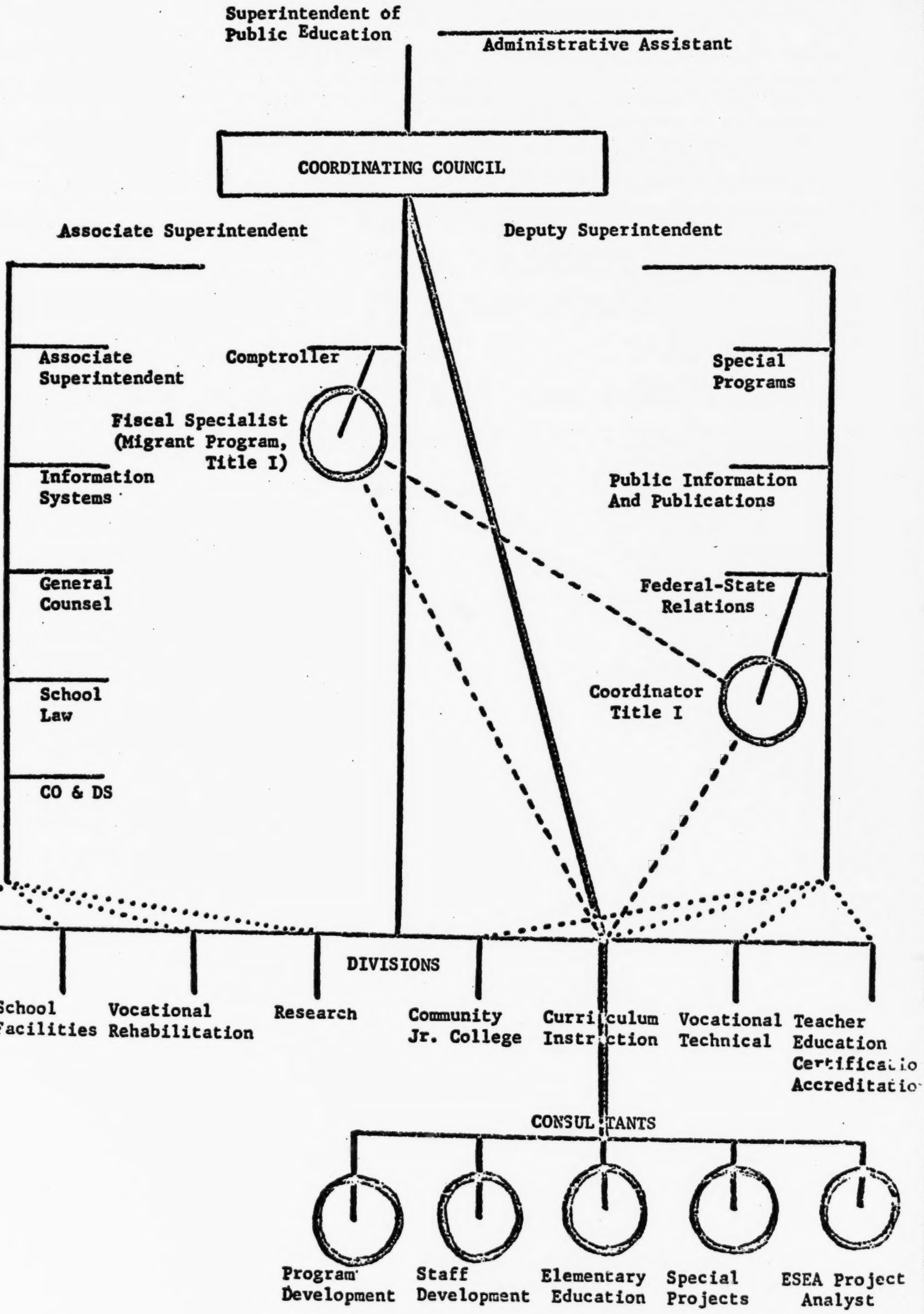
Priorities of geographic areas for funding will be determined by the following criteria:

1. The estimated number of inter- and intra-state migratory children
2. The immediate or potential availability of resources
3. Mechanisms for program coordination
4. Relative need of support for existing programs currently funded by other federal agencies (Example: EOA Title III-B)
5. Capability for identification of migratory children and their special educational needs.

Types of services and activities will be determined by the following criteria:

1. Feasibility of immediate implementation
2. Designed to meet one or more of identified needs
3. Capable of evaluation
4. Probability of increasing continuity in school experiences
5. Provisions for collecting and disseminating pupil information
6. Provisions for community and parent involvement
7. Services and activities are incremental with respect to past or existing activities.

Figure C


Superintendent of Public Education
Administrative Assistant
COORDINATING COUNCIL
Associate Superintendent
Deputy Superintendent
Associate Superintendent
Comptroller
Special Programs
Fiscal Specialist (Migrant Program, Title I)
Information Systems
Public Information And Publications
General Counsel
Federal-State Relations
School Law
Coordinator Title I
CO & DS
DIVISIONS
School Finance
School Facilities
Vocational Rehabilitation
Research
Community Jr. College
Curriculum Instruction
Vocational Technical
Teacher Education Certificatio Accreditatio
CONSULTANTS
Program Development
Staff Development
Elementary Education
Special Projects
ESEA Project Analyst

The evaluation of the total State Program is described in Part II, Item 11, Activity V-2. Reference is made to this description rather than be repetitious at this point.

The dissemination of information concerning the outcome of the program will be accomplished through the joint efforts of the State Department of Education and all appropriate agencies. Detailed description will be found in Part II, Item 11, Activity V-3.

In addition to the activity description referred to above, there will be continued efforts to keep channels of communication open among local school districts, the State Department of Education of Florida, the departments of other states and the United States Office of Education.

## Part II PROJECT DESCRIPTION

**Item 10**

### Project Objectives

I. General Objectives of the Plan are to:

A. strengthen or develop, support and maintain the on-going supplemental educational programs and special services for migrant children

B. provide for experimental field-testing of a mobile enrichment unit as a source of:

.....enriching experiences in non-school situations

.....out-of-school experiences for preschool children

.....activities for more effective parental involvement

C. increase continuity of the migrant child's school experiences

D. provide state-wide activities to enhance understandings and competence of personnel working with migrant children and foster positive attitudes toward the migrant child and migrant community

E. determine the manner and extent to which migrant children benefit from available federal program funds and assess the outcomes of the Florida Plan.

II. Specific Objectives of the Plan include the following:

A. Supplemental Special Services and Educational Programs for Migratory Children include:

1. services to improve their physical well-being

2. bridging experiences to close the gap between the migrant home and the school

3. a language development program to facilitate the acquisition and control of the communication skills

4. experiences which nurture migrant children's growth in personal and social development and enhance their understanding of the general culture, thereby strengthening their ability to be self-starting and self-directing in efforts to bring about self-improvement

5. occupational development activities to build readiness for learning saleable skills.

**Part II**
**Item 10**
**Specific Objectives (continued)**

B. The Mobile Enrichment Unit will be utilized on an experimental basis to:

1. provide opportunities for migrant children to:

   a. cultivate a personal interest in reading, art, music, and science

   b. express their thoughts and feelings creatively through literature, language, art, movement, crafts, sewing, dramatization, music, collections and the like

   c. appreciate the works of the great composers, writers, painters, dancers, etc.

   d. pursue self-improvement in the basic skills as needed and desired

2. develop preschool experiences appropriate for the non-school setting by formulating for young children (up to age 5) and field testing activities which older members of the family may guide

3. create innovative ways for parents to become involved with their children in value rich experiences.

C. Increased continuity in migratory children's school experiences will be accomplished through interstate cooperation with states to which numbers of Florida home-based migratory children go. Provisions will be made to:

1. implement the Florida State Department of Education System for the receipt and transmittal of records with cooperation in the following manner:

   a. Florida school districts will complete Pupil Transfer Records and send to Central File

   b. Florida State Department of Education will serve as Central File for pupils' records

   c. Other states in which Florida home-based children attend school will cooperate

**Part II**
**Item 10**
**Specific Objectives (C continued)**

2. conduct interstate visitation in order for teachers to:

   a. observe the conditions under which migrants in the East Coast Stream live and work and the educational expeiences and special services available to the children

   b. utilize information gained in the formulation and field testing of resource materials for instructional activities and children's independent learning activities while in travel status

   c. become more understanding of the plight of the migrant and his children

3. exchange curriculum and instructional materials developed in connection with programs of education for migrant children. State Department of Education will arrange with Florida Atlantic University to:

   a. expand the center to facilitate intra- and interstate sharing of materials

   b. make available for widespread distribution at periodic intervals an annotated bibliography of center materials and instructions for securing copies for reference, examination or ownership

4. provide (as funds permit) an opportunity for interstate discussion of common concerns in the education of migratory pupils, including:

   a. arrangements for interstate transfer of pupil information

   b. rationale for the entire educational program

   c. criteria for developing educational experiences

   d. in-service training programs for professional and non-professional personnel who work with migratory children

   e. innovative administrative and instructional practices.

**Part II**
**Item 10**
**Specific Objectives (continued)**

D. The Staff Development Activity is designed to:

1. provide planned pre-service and in-service experiences for teacher aides and other non-professional personnel

2. enable teachers to understand the factors inherent in the migration of agricultural workers such as:

   a. culture of migrants including life, language, values, and life patterns

   b. agriculture in the national economy

   c. contributions of this group to the economy and well being of the total community, the state and the nation

3. facilitate the efforts of teachers, principals and supervisors to formulate suitable school experiences by:

   a. developing and utilizing informal diagnostic procedures

   b. formulating, adapting and modifying the curriculum, instructional materials, teaching transactions, school organization and operation

   c. involving parents and children in the formulation of a series of "learn as you travel" experiences

   d. creating a wholesome school environment

   e. preparing and exchanging records of promising practices

   f. designing suitable bridging experiences to help the child relate his experiences and life patterns to school learnings

4. help teachers develop and utilize "new" approaches in interpersonal relationships in order to:

   a. become more effective in helping children adjust to newcomers and vice versa

   b. exert a positive influence upon the children's self-concepts, motivations and aspirations

   c. get acquainted with parents and involve them in their children's school experiences

Part II
Item 10
Specific Objectives (D continued)

5. help teachers acquire skills and competencies they need to implement the Florida Plan for the Education of Farm Migrant Children

   a. learning the Spanish needed to communicate with Spanish speaking children

   b. applying the technique of systematic problem solving to an instructional problem which they have identified as challenging to them

   c. interpreting and utilizing the Transfer Record for Migratory Children

   d. becoming more effective in utilizing a variety of teaching strategies

6. provide a thrust for state-wide leadership development activities

7. encompass a wide range of activities designed to increase inter-agency cooperation, to deepen community involvement and to make favorable attitudes towards migrants more widespread in the general public.

E. Field Testing, Evaluation and Dissemination is designed to accomplish the following objectives:

1. Field Testing to:

   a. make provisions for field testing teacher prepared instructional and curriculum materials, diagnostic and evaluation instruments and instructional strategies designed to accelerate the language development of migratory children

   b. arrange for materials produced during FY-67 to be field tested and prepared for inter-state and intra-state distribution.

2. Evaluation to:

   a. determine the extent to which migrant children have the benefit of federal funds from other sources

   b. assess the extent to which each activity has been effective and the effectiveness of the total program.

3. Dissemination to:

   a. make available information regarding the Florida State Plan

Part II
Item 10
Specific Objectives (E continued)

for the Education of Migrant Children

b. inform the general public of current developments in migrant education

c. make available to school personnel materials, information, and accounts of promising practices produced or employed in Florida and other states.

## Part II PROJECT DESCRIPTION

Item 11

Activity I. Supplemental Special Services and Educational Programs

1. Services That Meet Health and Physical Needs

A. Services and educational programs which serve unmet health and physical needs include medical and dental treatment; supplemental feeding and clothing; correction of eye defects and hearing loses; health education; preventative health services; and transportation to the nearest health clinic. Through employment of school nurses or aides and a contractual arrangement for supplemental feedings, medical and dental services all migrant children will have access to adequate provisions for their health and physical needs.

B. Proper health records will be maintained by the schools. With the initiation of the use of FMTR-1, Transfer Record for Migratory Children, the twelve (12) items beginning with number 10 - Physical Examination will be completed on each child's record and transmitted to the State Department of Education Central File as required by the Florida State Department of Education Record System.

C. See Evaluation Phase V.

D. When necessary the facilities of the school clinics will be utilized.

E. N.A.

Part II
Item 11
Activity I. Supplemental Special Services and Educational Programs (continu

2. Bridging Experiences

A. Experiences in this category will be conducted: to help migrant children get to the school or the school to the migrant, to help migrant children feel welcome and wanted at school and reduce the gap between the home and family of migratory children and the school and teachers who are responsible for their education. Included are: kindergarten or preschool experiences for five-year-old children, orientation to secondary school for sixth grade pupils, home visitations by teachers and migrant teacher aides, parental involvement activities that will facilitate migrant parents and resident parents working together on tasks related to their children's school experiences.

These activities will dovetail with those included under the topic Personal and Social Development and Understanding the General Culture.

B. Official forms for Pupil Transfer Record item number 22.0 includes space to write in these activities.

C. See Evaluation Section.

D. Regular classrooms and school buses will be utilized when appropriate for orientation activities. State approved kindergarten classrooms and school buses will be used for the kindergarten children. The remainder of the activities will be conducted in school district administrative facilities and appropriate meeting areas, both public and private.

E. N.A.

Part II
Item 11
Activity I. Supplemental Special Services and Educational Programs (continued)

3. Language Development and the Communication Skills

A. Of central importance in the education of all migrant children is the development of competence in standard English. Spanish speaking children, Negro and Anglo children have a common need to attain fluent and correct usage--oral and written--in the language generally used in business, political and social contacts. Migrant children will be placed in classrooms with resident children, however, to expedite individual assistance with their special needs, small group instruction guided by a capable teacher will be provided. The program must concentrate on helping children acquire: accurate concepts of the world about and beyond them, skill in expressing and interpreting these concepts through listening, speaking, reading and writing. Prerequisite to a pupil's progress in this area are:

- early identification and correction of physical obstacles to language development (See Health)

- a classroom and school atmosphere in which children feel free to express themselves and in which they enjoy interacting with their classmates and adults.

To accomplish the planned objectives teachers will:

- utilize diagnostic procedures to determine the specific needs of the children

- concretely introduce words and concepts

- allow more time at intervals throughout the day to use the natural situations that arise for encouraging the children to elaborate and refine their ideas and express them in complete sentences

- include many and varied opportunities for children to build sentence patterns

- stimulate informal conversations through which pupils increase their awareness of the environment and gain skills in expressing their awareness

- embody in the daily work suitable opportunities for children to express their ideas in the language of each of the four levels of usage and to choose the level most appropriate for specific occasions

Part II
Item 11
Activity I. Supplemental Special Services and Educational Programs (continued)
3. Language Development and the Communication Skills (continued)

- combine language development with reading--and place more stress on oral reading

- include a variety of perceptual development activities for specific children who need this type of help.

A variety of instructional transactions and the audio-visual and consummab instructional materials, such as are utilized in the language-experience, linguistic and oral-aural approaches, will be employed by classroom teache and language arts teachers. Services of speech correctionist, speech therapist, materials development specialist, librarians and instructional supervisors will be provided as the need arises.

The description of Staff Development, pages 24 and 25 and Field Testing, page 27, contains plans for involvement of school personnel in the development and field testing of curriculum materials, diagnostic instruments and innovative instructional strategies needed in connection with language development.

B. Records of each child's progress will be an integral part of the pupil transfer record which is prepared in each school and transmitted to the Florida Central File in the State Department of Education. (Items numbered 2.1, 3.0-5.0; 19.1-19.6)

C. See Section on Evaluation

D. The regular classrooms will be used in addition to the facilities normally supplied special personnel (speech therapist) when such are included in a school center. Transportation will be supplied pupils who require service available only at specified centers.

E. N.A.

**Part II**
**Item 11**
**Activity I. Supplemental Special Services and Educational Programs (continued)**

4. **Personal, Social Development and Understanding the General Culture**

A. Experiences that guide the migratory children's development of positive self-concepts, favorable attitudes toward school and learning and an understanding of the general culture and higher aspirations will pervade all of their school activities. However, in addition, classroom teachers will formulate and utilize numerous techniques to help the children feel that they are appreciated, socially accepted, contributing members of the school family and to guide them in the development of values, attitudes and behaviors requisite to success at school and in life. In addition to instructional materials that reflect the general culture, teachers will use teaching aids adapted to the children's experiential backgrounds, maturity levels and learning styles. Personal guidance will be provided to help boys and girls adjust to school and recognize that they are making progress toward goals important to them.

Well planned lessons on such topics as citizenship responsibilities, appropriate sex roles, getting along with peers and family responsibilities will be included. Practical experiences in gardening, applying art and industrial arts at home and practicing simple homemaking skills will be provided.

Participation with resident children in a variety of activities such as dramatization, singing, puppetry, role playing and experimentation under the supervision of an able teacher or other adult who is skillful in interpersonal relationships is embodied in the program.

In addition, classroom teachers, counselors, older pupils, parents, community leaders and other interested persons will work cooperatively to provide other learnings through:

- tutorial assistance utilizing prepared volunteers from the community, successful older pupils or parents as tutors under the direction of master teachers

- after school study centers where children may read for pleasure, develop hobbies or acquire new skills such as typing or square dancing

- summer enrichment programs that provide personalized approaches to science, art, music, literature

Part II
Item 11
Activity I. Supplemental Special Services and Educational Programs (continue
4. Personal, Social Development and Understanding the General Culture (continued)

- independent study programs specifically planned for an individual to pursue his special interest or hobby

- enriching activities that deepen understandings of the community through first-hand experiences such as trips to zoos, museums, concerts, plays, art exhibits, homes, schools and other places of cultural benefit; gardening; observations of community life

- coordinated activities sponsored by youth serving agencies and organizations such as Scouting, Big Brothers, Foster Grandparents, municipal recreation department, college students, Vista and Junior Red Cross.

B. Pupil Transfer Record includes item 22.0 which allows room to write in these activities.

C. See Section on Evaluation.

D. Classrooms, libraries, counselor's office, multi- and special purpose classrooms and equipment as the need arises.

E. N.A.

**Part II**
**Item 11**
**Activity I. Supplemental Special Services and Educational Programs (continued)**

5. Occupational Development

A. Schools will make provisions for migrant children ages 5-14 to develop readiness for learning saleable skills after they become 14. From a simple beginning in first grade the program will evolve to the more complex concepts and skills suitable for upper elementary and junior high school age children. Emphasis on cultivating prerequisite attitudes, habits and skills; reading prevocational information and biographical sketches; engaging in exploratory work experiences; and appraising realistically employment opportunities and requirements will help boys and girls understand the world of work and the wide range of occupations open to them. The children will interview successful workers from a wide range of jobs, visit and observe workers on the job, confer with employers, examine individual records of persons who are successfully employed, interview students on work study programs, and share the information gained through the above activities with students, teachers, parents and others, thereby generating attitudes that reflect a recognition of the respectability of these occupations.

Pre-Vocational Material from the Vocational-Technical Division of the Department of Public Instruction of Delaware will be field tested in selected districts.

B. Item number 22 on form for transferring pupils' records covers these experiences.

C. See Evaluation.

D. Regular classrooms, classrooms equipped for instruction in skills of a specific vocation, counselor's office, library, offices or areas in which the manager of school lunch program, custodian, nurse, and other school workers perform their duties and/or maintain supplies.

E. N.A.

Item 11 Part II PROJECT DESCRIPTION

## Activity II. Experimental Activity

A. This activity is a continuation of Florida State Project FY-67-67024. Due to the late submission and approval of that project, the State Department of Education was given permission to purchase a part of the equipment with the understanding that the unit would be procured and the program implemented during FY-68. Therefore this description includes and expands the operational plans of the above mentioned project.

The Mobile Enrichment Unit will operate in selected districts participating in the Florida Plan for the Education of Migrant Children. Cooperative planning for the operation of the Mobile Enrichment Unit will include: representatives of the Florida Board of Health, migrants, district board of education, local growers, Florida Department of Education, Florida Highway Patrol and other concerned agencies and individuals. The unit and all accompanying equipment will be the property of the State Department of Education and will operate in accordance with all applicable laws and regulations.

This is a three phase activity which emanates from the Mobile Enrichment Unit and which encompasses a planned program of enriching experiences for children 5-17, which:

- involves them and their parents in value rich experiences, and
- includes helping them and their parents provide early intellectual stimulation for the preschool age child.

During this period, a fully equipped mobile unit will be acquired, readied for parking and parked in a residential area for migrants, an area isolated from local community cultural resources, yet within easy walking distance of the children to be served. A Coordinator of Special Projects will be hired by the State Department of Education to prepare for operation of the mobile unit, develop, coordinate, guide and direct project implementation. This unit must meet the State Board of Education requirements and State Department of Education Bulletin SP-12. The unit will make available to these children, after school and on Saturday and Sunday, opportunities to:

- cultivate a personal interest in reading, art, music, science
- express their thoughts and feelings creatively through literature, language, art, movement, crafts, sewing, dramatization, music, collections

**Part II**
**Item 11**
**Activity II. Experimental Activity (continued)**

- appreciate the works of the great composers, writers, painters, dancers, etc.
- pursue self-improvement in the basic skills as needed and desired.

In order to accomplish these things the children may:

- view television programs, slides, 8 mm. single concept films, film and filmstrips, transparencies and pictures to aid them in the formation of accurate concepts
- listen to records and tapes to help them improve listening habits and their oral expression
- record on tape their original stories and poems, reactions to their experiences, conversations, reports on things they have done, the enhancing of language development
- make products of the arts and crafts type to stimulate creativity and critical thinking
- read stories, other printed materials individually and to each other to stimulate interest in reading
- utilize self-correcting materials for the improvement of basic skills when desired and needed and thereby attain greater control over these skills
- engage in dramatizations, singing, choral speaking, dancing, building, drawing, painting, carving, puppetry, conversations, role playing
- observe models, exhibits, and artifacts borrowed from the Ringling Museum
- examine live specimens to increase their powers of observation
- play educational games which stimulate inductive thinking, seeing relationships between cause and effect
- undertake individual projects along the lines of their special interests.

Parents who are in the adult education program or capable students (NYC if possible) will be trained to serve as aides, and employed to assist professional personnel with such activities as:

- assisting in the enrollment of interested parents and children
- telling stories
- taking care (minor maintenance) of equipment
- helping to interpret the program to parents individually and at group meetings
- informing parents and others in the community of the available service under the direction of professional personnel
- operating projectors, tape recorders and record players
- setting up head sets for tape recorder and record player
- organizing and assisting small groups as the need arises
- checking on the grooming and health of children according to a check-list determined by appropriate authorities
- record keeping - attendance and activities

Part II
Item 11
Activity II. Experimental Activity (continued)

- simple clerical tasks
- duplicating, filing and cataloging materials
- assisting pupils in preparing bulletin boards
- preparing the unit for next day
- insuring proper ventilation and lighting
- watering plants
- checking equipment and helping children learn proper use and care of equipment
- helping with supervision of children
- functioning as a model from the child's own neighborhood
- assisting in sharing materials
- talking and listening to children
- assisting children in cooperative ventures
- helping the children to know the pleasure of new things and helping show children how to clean up and put things away
- encouraging verbal responses
- helping children working with art materials
- helping children improve their social behavior
- explaining safety precautions.

A program of preschool activities which can be developed and field tested in connection with the unit will be planned with the assistance of consultants and resource persons. Activities that parents and older children may guide and direct to:

- foster curiosity and enjoyment of literature
- aid in language development
- stimulate personal and social development.

Parents and the older brothers and sisters will be involved with the preschool children.

B. Records of pupils' participation will be transmitted to the State Department of Education as a part of the State Department of Education record system.

C. Plans for evaluation will be developed to include

- observations of pupils and parents
- questionnaires to be answered by pupils, parents and teachers
- rating scales
- attendance records
- records of participation
- products of participation
- interviews with parents, other adults in community, children and others
- observations by outside observers
- reactions of staff.

D. None

E. N.A.

## Part II PROJECT DESCRIPTION

**Item 11**

### Activity III. Interstate Coordination Activity

1. Transfer of Health and School Records for Farm Migrant Students

   A. During FY-67 the transfer record for migratory children was developed and printed in color coded quintuplicate carbon packs and distributed for exploratory use by schools in the states of: Delaware, Georgia, New York, North Carolina, South Carolina and Ohio which enroll migratory children who are primarily home-based in Florida. This cooperation will be continued during FY-68 and extended to include schools in Virginia, Pennsylvania, Maryland and New Jersey. In addition, local education agency schools participating in the Florida Plan will utilize the form, and a procedure will be worked out to obtain supportive action by schools in other districts.

   The Central File for pupil transfer records is maintained in the State Department of Education for the purposes of administration, accumulation, distribution and analyzation of records. Through the collection and exchange of records on an intra- and inter-state basis, data regarding the children will be refined, collated and made readily available to federal, state and local agencies serving migrant children. It is anticipated that this data will be one of the determinants of future procedures to be pursued in connection with A and B below. Starting date--September 1, 1967, ending date--August 31, 1968.

   B. The accompanying "Directions--A Transfer Record for Farm Migrant Children", is supplied all participating schools. On page 5 instructions are given for initiating the record.

   When a migrant pupil is enrolled the school should follow the instructions given in item number 3 under "Comments" on page 5 of the accompanying "Directions--A Transfer Record for Farm Migrant Children." As a pupil is withdrawn the school should follow the instructions given in item number 2 under "Comments" on page 5 of the accompanying "Directions." Thus the Central File will contain a record enrollment and withdrawal each time a child moves. Copies of his record from previous schools will be sent to the receiving school immediately upon request.

   C. Procedures appropriate for collecting data and information regarding the extent to which:

      - statistical data has been collected

      - central file is operational as a means of tranferring records

Part II
Item 11
Activity III. Interstate Coordination Activity (continued)
1. Transfer of Health and School Records for Farm Migrant Students (continued)

- collected information has been collated, analyzed and exchanged on an inter-state basis

will be utilized to gather information from federal, state and local education agency personnel for the evaluation of the system.

Revisions of the form will be made on the basis of: an on-going record of needed or suggested changes and unanticipated developments in school systems and the education of migrant children.

D. To be determined by the participating schools.

E. N.A.

Part II
Item 11
Activity III. Interstate Coordination Activity (continued)

2. Interstate Visitation

A. Interstate visitation to enable not more than 45 ( or 2 representatives of each local education agency) teachers, principals and supervisors to observe prevailing living and working conditions and school programs in states of the East Coast Stream.

Observers will take pre-planned trips of 4-6 weeks duration from Florida to New York, New Jersey or Pennsylvania with enroute stops in Delaware, Maryland, Virginia, North Carolina, South Carolina (if visit can be arranged while migrants are in these states). The State Department of Education will pay travel and per diem of each participant on an approved itinerary.

- orientation for and summary of visitation will be conducted during the weeks of June 21--June 27; August 1--August 7

- opening and closing dates are June 21--August 15, 1968.

States of the East Coast Stream will be invited to send (at their expense) participants to Florida conferences of interest to them.

B. N.A.

C. See Evaluation.

D. Entire school plant and grounds of schools visited.

E. N.A.

Part II
Item 11
Activity III. Interstate Coordination Activity (continued)

3. Exchange of Supplemental Instructional and Curriculum Materials

A. Information related to instructional practices or supplemental curriculum or instructional materials will be exchanged with participating states.

A center for the accumulation and dissemination of materials produced in connection with the Florida Plan will be expanded. In addition, publications pertaining to migrant education will be procured from every known source. Policies and procedures will be established to make these materials available to personnel in other states, institutions of higher learning, ERIC, organizations and agencies that serve migrants and their children and other interested persons. The center will publish, at periodic intervals, an annotated bibliography of available materials and directions for securing them.

B. N.A.

C. See Evaluation

D. N.A.

E. N.A.

Item 11 Part II PROJECT DESCRIPTION

## Activity IV. Staff Development

1. State-wide Activities Designed to Enhance Understandings and Competence of School Personnel Working with Agricultural Migratory Children.

   A. The activities will emanate from Florida Atlantic University and be conducted at regional, district or school centers in order to make them readily available to professionals and non-professionals. Resources and staff members from school systems, higher education and the State Department of Education as well as out-of-state consultants will be engaged in this massive effort to improve the effectiveness of all persons and agencies involved in the program.

   For each participant the activities chosen must be task oriented with a focus upon those specific competencies he needs in order to efficiently execute his functions in the migrant program. Special attention will be given to the skills required for the successful implementation of Supplemental Special Services and Educational Programs as described in the first section of Item 11, Part II. In order to maintain flexibility, balance and appropriation of activities such constricting factors as semester hours of credit, number of hours required in lectures and prescribed required reading will be determined on an individual basis. Each participant will receive financial assistance with travel expenses and remuneration for time actually spent in formal activities such as seminars, small group conferences with consultants, sharing periods, lectures, production sessions with resource persons.

   The State Department of Education will provide the services of a full-time consultant to give leadership to the activity and to work closely with Florida Atlantic University and the local education agencies to expedite the program. Florida Atlantic University will, under the terms of a contractual agreement:

   1. work closely with the State Department of Education, local education agencies, supervisors and principals to conduct a survey of the needs and interest of all professional and non-professional personnel involved at the local level

   2. combine this information with pertinent information from the evaluation of last year's programs, State Department of Education survey of staff needs, suggestions from participants in the Drive-In Conferences and State Advisory Committee meetings to produce an organized long range program of staff development; this program will:

Part II
Item 11
Activity IV. Staff Development (continued)
1. State-wide Activities Designed to Enhance Understandings and Competence of School Personnel Working with Agricultural Migratory Children (continued)

a. be staffed with able consultants and resource persons from all levels of Florida Education, chosen because of the need for their specific abilities in the center to which they are assigned

b. make available a wide variety of experiences which are directly related to improving the quality of immediate benefits children derive from the program

c. be organized to provide for:

(1) a limited number of basic experiences which are required of all (not at same time) such as interpretation and application of information gained during home visitations

(2) a wide range of alternative activities from which teachers and local education agencies may select those most pertinent to their needs

(3) local education agency representatives and teachers to participate in planning the specifics of their experiences and be responsible for achieving some behavioral goals

(4) inclusion of representatives of community agencies and organizations which serve migrant children

(5) involvement of local community leaders and growers in a suitable manner

(6) pre-service and in-service training for teacher aides and other non-professional school personnel upon request of local education agencies

3. recruit, orient and remunerate consultants and resource persons

4. prepare and distribute a brochure which:

a. states goals, describes activities and explains responsibilities of participants, school districts, consultants and resource persons, Florida Atlantic University, State Department of Education and others involved in the program

Part II
Item 11
Activity IV. Staff Development (continued)
1. State-wide Activities Designed to Enhance Understandings and Competence of School Personnel Working with Agricultural Migratory Children (continued)

b. gives pertinent information to guide consultants and resource persons as they carry out their responsibilities

5. Collect three copies of all productions:

a. one for files of the Cultural Transformation Center

b. one for State Department of Education Curriculum Library

c. one for circulation for examination purposes

6. aid teachers, on their request, in developing, modifying and writing materials for teaching migrant children. (This will be accomplished either by bringing teachers and their materials to the Cultural Transformation Center of Florida Atlantic University or by requesting personnel from the Cultural Transformation Center to go to the school or district involved.)

7. provide professional layout, graphics, editing, and printing services for the mass production of materials selected for nationwide dissemination

8. circulate throughout the state the Idiomatic Spanish Language Package developed by the Florida Atlantic University Cultural Transformation Center in the previous year's program

9. organize and implement a mechanism whereby Florida Atlantic University graduate students and interns can be used in migrant programs throughout the state.

Moreover, in accordance with individual teacher need, school district program needs and availability of personnel from the Cultural Transformation Center, school districts or institutions of higher learning this staff development activity will arrange elective production oriented self-paced learning experiences for teachers, principals and supervisors through which they may:

1. gain first hand information concerning--record descriptions of the local migrant culture and the contributions of local migrants to life in Florida

2. make a record of a variety of informal procedures they have used successfully to quickly determine the level at which a child is ready to work and the skills with which he needs special help

Part II
Item 11
Activity IV. Staff Development (continued)
1. State-wide Activities Designed to Enhance Understandings and Competence of School Personnel Working with Agricultural Migratory Children (continued)

3. become more skillful in formulating the questions asked pupils during daily lessons and on achievement tests

4. modify and adapt curriculum and instructional materials to the background experiences and maturity levels of migrant children and share their products with other school systems

5. identify the learning styles of migrant children and make a collection of promising practices which enable children to use their learning styles advantageously

6. get a general orientation to Title I programs and prepare and distribute descriptions of the local programs that serve migrants and their children

7. formulate new curriculum and instructional materials specifically designed to serve the unmet needs of the children for whom the writers are responsible and share these with other schools

8. visit resources available to migrants in their neighborhoods and communities and catalogue these with annotations regarding how to secure and utilize the resources

9. compile vignettes which reflect the involvement of many children in learning through first hand experiences, manipulation of multi-sensory aids, and utilization of all types of printed materials

10. acquire greater skill in all inter-personal relations

11. create a school and classroom climate conducive to the learning of all children

12. appreciate and produce creative products and grow in their ability to assist children and parents in doing likewise, as well as make stories which portray the range and scope of such activities

13. gain an understanding of and foster favorable attitudes toward the full spectrum of occupations and vocations available in the local community, county, region, state, nation or internationally by preparing and distributing widely illustrated description of these job opportunities

Part II
Item 11
Activity IV. Staff Development (continued)
1. State-wide Activities Designed to Enhance Understandings and Competence of School Personnel Working With Agricultural Migratory Children (continued)

14. develop video tapes which give evidence of their increased competencies in planning and preparing themselves and their classroom for simultaneous small group and individual learning experiences and make these tapes available to others

15. engage in and record developmental sequences in their (small group, faculty or individual) utilization of the systematic problem solving strategies or action research on problems which they identify or accept as being significant to them

16. plan, carry out, evaluate and record innovative approaches to involving migrant parents along with resident parents in activities related to the education of their children

17. prepare for wide distribution reports of their systematic investigation of the effectiveness of intensive utilization of instructional practices such as role playing, speech chorus, pen pals, puppetry, travel diaries, maps of travel routes, descriptive sketches of travel experiences or observations during travel

18. prepare for, participate in, and evaluate summer visitations of migrant schools and camps in the East Coast Stream states. Develop, field test and evaluate curricular or instructional materials or practices based upon observations of the migrant children's experiences noted. (Participants' transportation and per diem will be subsidized.)

19. prepare instruments and devise data gathering procedures to be utilized in the county-wide, school or individual teacher evaluation of the local migrant program. Then make a report which summarizes the information and data obtained by applying these instruments and procedures

20. study the pupil transfer record and formulate specific ways they may utilize data at the classroom, school or county level; summarize, interpret data on pupils received during the school year (1967-68) in a manner that illustrates the proposed utilization; record and send to the central file suggestions for the improvement of the record or the transfer system

21. formulate, field test, and distribute a guide for language development, bridging experiences or occupational development designed to meet the needs of the children for whom they are responsible.

Part II
Item 11
Activity IV. Staff Development (continued)
1. State-wide Activities Designed to Enhance Understandings and Competence of School Personnel Working with Agricultural Migratory Children (continued)

Consultants of the State Department of Education will initiate:

1. periodic leadership conferences for local education agencies, State Department of Education, Florida Atlantic University and Southeastern Educational Laboratory professional staff, meetings of the State Advisory Committee on Education for Migrant Children, Drive-In Conferences involving representatives of local education agencies (teachers, principals, supervisors, federal projects administrators) local public and private non-profit agencies that serve migrants and their children will be initiated and sponsored by the State Department of Education. These activities will be structured to enable participants to examine and react to unresolved problems, persistent issues and emerging concerns in the operation of the State Plan of Education for Migrant Children. As consensus is achieved, position papers will be developed and circulated to obtain reactions from a selected cross section of leaders in community affairs, and the human behavior disciplines

2. Continuation of the 1966-67 efforts to obtain total involvement of the staff of Division of Instruction and Curriculum and of representatives of other divisions of the State Department of Education will take the form of a work conference and subsequent committee work, team visitations and team consultations with district and school leaders regarding their efforts on behalf of the migrant children, and participation in the development of the position papers on migrant education.

B. N.A.

C. See Evaluation, number 5 of item 10 in Part II.

D. Meeting rooms, multipurpose rooms, libraries, audio-visual equipment and materials, or other facilities may be used as the need arises.

E. N.A.

## Part II PROJECT DESCRIPTION

Item 11

### Activity V. Field Testing, Evaluation and Dissemination

1. Field Testing

A. As teachers, instructional supervisors and administrators participating in the Staff Development Activity formulate instructional and curriculum materials, evaluation, diagnostic and other data gathering instruments and innovative instructional strategies that have state-wide implications, provisions for extensive field testing will be activated through a contractual agreement with the Florida Atlantic University or an institution or agency with the capability of performing this service. Examples of the specific materials anticipated are indicated by items number 4, 5, 7, and 13 on page 24 and items number 16, 17, 19, and 21 on page 25. Selected materials produced during 1966-67 will also be included.

Moreover, a special effort will be made to involve a small group of teachers in the culmination of an analysis of the nature, scope and extent of migrant children's language development and the implications for instruction which was initiated during 1966-67. Participants will:

1. formulate innovative instructional applications of the results of last year's study of oral language of farm migrant children

2. develop a Middle Class American Cultural Familiarity Index to aid them in determining the concepts which migrant children associate with the language of the school

3. prepare a diagnostic instrument -- A Quick Index, Oral Language Placement Inventory to be utilized in ascertaining suitable initial instructional goals for the children for whom they are responsible.

Developing, field testing and producing in quantity the resultant educationally sound materials, instruments and associated teaching strategies will funnel into the Florida Migratory Child Compensatory Program a wholesome variety of instructional aids for which there is widespread demand. Migrant children throughout the state will benefit directly from this activity in the years ahead as the implementation of Activity 1, pages 7-14 is strengthened and accelerated by the increased utilization of appropriate materials.

B. N.A.

C. An approximation of the effectiveness of the activity will rest upon the usefulness of the outcomes, the reactions of authorities in the field and the soundness of the process.

D. Offices, classrooms and general meeting rooms as needed.

E. N.A.

Part II
Item 11
Activity V. Field Testing, Evaluation and Dissemination (continued)

2. Evaluation

A. The state-wide evaluation of the program will be provided through a contractual agreement with an appropriate agency capable of conducting an impartial evaluation. All evaluation procedures will be structured to assess the degree of attainment of the objectives stated in 10 above.

Where achievement tests are administered the resulting scores will be an integral part of the development of state norms for farm migrant children. Schedules, Q-Sort, Interview and Reaction sheets will be developed to obtain indices of attitudes and reactions of pupils, parents, teachers, community and education leaders and others when such data is relevant to the activities. On-going records will be analyzed to obtain quantity data regarding participation in each activity.

The results of the comparison of traditional and experiemental techniques begun during 1966-67 will be continued.

A review of the federal programs assisting education in Florida will be undertaken to determine the extent to which migrant children are served by such funds. Reference is made to funds from NDEA, Title I ESEA and School Lunch Act.

B. N.A.

C. The effectiveness of the evaluation will be determined through comparison of the assessment of each activity, the reactions and ratings given by personnel from school districts, State Department of Education, impartial observers and the suggestions for next year.

D. As needed, classrooms, offices and audio-visual equipment will be used.

E. N.A.

Part II
Item 11
Activity V. Field Testing, Evaluation and Dissemination (continued)

3. Dissemination

A. The meetings of the Florida Advisory Committee on the Education of Migrant Children will be arranged.

B. State Department of Education Consultants in Education for Migrant Children will:

1. prepare and distribute widely, the Harbinger--a newsletter produced by the State Department of Education Consultants, Education of Migrant Children--which reflects concerns of interest to all agencies and organizations that serve migrants and their families

2. prepare and distribute reports of all meetings, workshops, conferences to the schools which migrant children attend

3. publish articles in newspapers and magazines regarding meetings, innovative practices, and current developments in migrant education

4. provide other consultants in the Division of Curriculum and Instruction, State Department of Education, with reports on the pressure points in and progress of the total program

5. provide for the exchange of curricular materials and instructional practices

6. conduct the one year trial period for using the Florida Pupil Transfer Record

7. initiate conferences, reports and discussion groups to facilitate communication between districts, other state departments and the United States Office of Education.

C. See Evaluation.

D. N.A.

E. N.A.